



**SEVENOAKS**  
PREPARATORY SCHOOL

**POLICY FOR  
SPECIAL EDUCATION PROVISION**

*In accordance with Schedule 1 of the SEN Code of Practice 2001*

**Date of current policy: September 2011**  
**Update due: September 2014**

**‘Difficulties mastered are opportunities won.’**  
Winston Churchill

**BASIC INFORMATION ABOUT OUR SEN PROVISION**

**1. The objectives of the governing body in making provision for pupils with special educational needs and a description of how the governing body’s special educational needs policy will contribute towards meeting these objectives.**

The ethos of Sevenoaks Prep School is to nurture every child. Each pupil in this school with or without a learning difficulty or disability should have an equal opportunity to enjoy their education; to make the best possible progress in their academic work, creative development, physical development and extra curricular interests; to contribute to decisions made about their education and to enjoy making a full contribution to the school community as a whole.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the SEN governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The school will have regard to the Special Educational Needs Code of Practice 2001, and will adhere to the Special Needs and Disability Act (SENDA) 2001 and the Equality Act 2010 when carrying out its duties towards all pupils with Special Educational Needs, Learning Difficulties and Disabilities and will ensure that parents are both notified of and involved in the decisions made by the school that SEN provision is being made for their child.

All teachers are teachers of special needs. Curriculum delivery should be developed with the goal of minimising barriers to learning by incorporating good practice into our provision for all.

Where 'Quality First Teaching' is insufficient to meet the whole remit of a pupil's needs, additional and different provision will be made.

In recent years, we have increased TA support to include Years 1-5, to allow for individual needs to be met within the classroom as far as is possible. We are committed to maintaining this as far as is financially possible.

As an Independent school, we aim to be proactive in identifying needs and in providing early intervention but we advise caution with the use of 'labels' at an early stage of a child's development. For this reason, some children will be on the register with an 'unlabelled' condition.

The Department is known as the Learning Resource Department. Provision is made when the children need it but they are not necessarily defined for life by this provision. Support for bi-and multi-lingual learners, where necessary, is covered under the Learning Resource Department umbrella.

These objectives have been agreed in collaboration with the Learning Resource team. The governing body agrees on the financial backing for staff, premises and resources in order that this policy may be delivered effectively throughout the school.

## **2. The name of the person who is responsible for co-ordinating the day-to-day provision education for pupils with special educational needs at the school.**

### Early Years Foundation Stage

Mrs Lindsey Morris BEd Hons (Oxford Brookes)

*EYFS Learning Support Coordinator*

### Years 1-8

Mrs Rachel Copeland, BEd Hons (Cambridge); Dip SpLD (Hornsby); Associate Lecturer (University of Worcester)

*Director of Learning Development & SENCO*

Ms Esther Beugeling MA (Free University of Amsterdam) MA (University of Bristol)  
*Assistant SENCO & Bilingual Families Link Coordinator*

### SEN Governor

Mr Edward Oatley OBE

**3. The arrangements which have been made for coordinating the provision for pupils with special educational needs and learning difficulties and/or disabilities at the school.**

- ✓ The Director of Learning Development/SENCo and the More Able Coordinator are both members of the Assessment for Learning Team, ensuring that the requirements of pupils with Special Educational Needs and Learning Difficulties and/or Disabilities, including twice exceptional pupils, are taken into account by the Senior Leadership Team in all matters pertaining to the education of pupils in the school.
- ✓ The Director of Learning Development/SENCo coordinates a team of teaching staff and assistants with particular support from the EYFS Learning Support Coordinator (regarding EYFS pupils) and the Assistant SENCO (regarding pupils with SpLD in the senior school and also bilingual learners across the whole school).
- ✓ The Director of Learning Development works closely with the More Able Coordinator, especially with regard to twice exceptional pupils.
- ✓ The model of a graduated response is followed.
- ✓ A provision map is drawn up every September and updated as necessary throughout the year. This shows the range of types of provision on offer in a given year and the way in which provision is distributed throughout the school. This is stored on the staff common drive and a paper copy is in a file in the staff room.
- ✓ A Personalised Learning Provision Plan is drawn up for each pupil by the EY SENCo, DLD or assistant SENCo in September. It is reviewed in the middle of the academic year and at the end of the academic year. Paper copies are sent home; electronic copies are stored in the pupil folders on the staff common drive and salient points are recorded on PASS and may be accessed by staff clicking on the pink heart symbol in 3sys. Parents are invited to confirm that they agree with the written form of the Provision Plan, which has already been discussed orally at the last review meeting. Provision plans include recommendations for supporting the child's needs in the classroom and at home.
- ✓ In addition to this, we have produced a Learning Resource Handbook with checklists of generic ideas for supporting pupils with specific learning difficulties. This has been distributed to all teaching staff in the Senior School.
- ✓ A register of pupils with SEN/LDD, which includes their name, form, level on the register, their primary need and a brief description of provision offered is drawn up every September and updated as necessary during the year. A paper copy is distributed to all members of staff at the start of the year. This is stored on the staff common drive and an updated copy is kept in a file in the staff room. Changes are discussed under the 'Pupils' item on the staff meeting agenda.
- ✓ From September 2011, the EYFS SEN/LDD Register is a separate document from the Years 1-8 SEN/LDD register.
- ✓ Two additional categories exist on the register:
  - (a) 'Prep Boost'. This is to cover the needs of pupils who would be unlikely to qualify for support in a state school but whom we decide could do with a 'boost'. Parents in Independent Schools are not paying to wait for proof of inadequate progress before further action is taken. Also, progress in our

school is evaluated in terms of the likely potential of the child if this exceeds age norms.

- (b) No Further Action. This shows that pupils were at one time on the SEN/LDD register.
- ✓ Bi- or multilingual pupils, including those who have been speaking English for less than two years, do not have Special Educational Needs *per se*. In this school the assistant SENCo is also the bilingual families link coordinator. Her role (with c and e being of particular relevance to SEN/LDD) is as follows:
    - a. To promote an interest in, and raise awareness of, the range of languages and cultures in our school community amongst pupils and staff.
    - b. To help children and families settle and adjust to life in an English school, if they have recently moved here.
    - c. To provide advice to teachers and a programme of support for pupils who have only recently started using English, including support for vocabulary and grammar, as well as guidance on how to support the new learner in general.
    - d. To be available as a link between children and staff, parents and staff, and staff and other forms of education (abroad), with a view to enhancing children's and families' ability to settle quickly and successfully at Sevenoaks Prep.
    - e. To provide a programme of support to those who, in addition to being bilingual, have a Specific Learning Difficulty.

Sevenoaks Prep has many families with strong links outside the United Kingdom. A number of our children have one or two parents, or grandparents, who are not British. Of these, some children speak or have experience of a language other than English. Information on nationality and language(s) spoken is recorded when families join the school.

**4. The admission arrangements for pupils with special educational needs who do not have a statement in so far as they differ from the arrangements for other pupils.**

- ✓ If, as a result of the screening assessment (prior to the offer of a place) indicators of a specific learning difficulty are detected, the parents/carers of the pupil are invited for a meeting with the Director of Learning Development.
- ✓ At this meeting, a structured conversation takes place. The parents/carers are asked about the aspirations for their child and if they have any information that they would like to share regarding the pregnancy/birth/early development of their child and about previous interventions/specialist reports, if any.
- ✓ A record of this meeting is made using a 'Personalised Learning Records: Background Information Form'
- ✓ The information is fed back to the Registrar & Headmaster.
- ✓ If a place is offered and accepted, the information is used to anticipate the arrival of the child in two ways:
  - (a) The parents/carers are given advice on ways to help the child at home or further information to pursue, if appropriate, e.g. a hearing or sight test, during the intervening period between the assessment and the child taking up their place at the school.
  - (b) To ensure that the child's needs are planned for in advance of their arrival and that the appropriate resources are allocated.

**5. The kind of provision for special educational needs in which the school specialises and any special units.**

- ✓ The school specialises in provision for pupils with Specific Learning Difficulties and Disabilities.
- ✓ The majority of our students are of average or above average ability.
- ✓ The range of Specific Difficulties/Disabilities that we are familiar with include Autistic Spectrum Disorders (High Functioning), Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder (mild), Auditory processing Disorder, Dyslexia (mild to severe), Developmental Coordination Disorder/Dyspraxia (mild), Verbal Dyspraxia (mild to severe), Dyscalculia, Dysgraphia, Speech Language and Communication Difficulties, Selective Mutism and Tourettes (mild). We have occasionally had pupils with moderate learning difficulties.
- ✓ The provision of individual and small group lessons is designed to be as much a part of the normal running of the school as, for example, instrumental music lessons.
- ✓ There are no special units attached to the school.

**6. Facilities for pupils with special educational needs at the school including facilities which increase or assist access to the school by pupils who are disabled.**

Junior School

- ✓ The Acorn Room  
*Dedicated room for small group teaching (first floor).*
- ✓ The library  
*May be booked for assessments with visiting specialists and is sometimes used for small group teaching (first floor)*
- ✓ The art store  
*There is a table in here sometimes used for 1:1 work (first floor)*
- ✓ The staff room  
*This is a quiet space with computer access during lesson times (ground floor). Includes ground floor WC.*
- ✓ EYFS administration room  
*Administration space for EYFS Learning Support Coordinator (first floor)*
  
- ✓ The School has a licence for 'Clicker' software in order to make the written side of the curriculum more accessible to those with literacy difficulties and EAL.

Senior School

- ✓ The Learning Development Room  
*Two inter connected rooms used for small group and 1:1 teaching, assessment and examination concessions. Includes 4 computers and an IWB. First floor.*
- ✓ The Learning Hub

*Room used for small group and 1:1 teaching, assessment and examination concessions. Includes 1 computer. Ground floor with no steps. Opposite accessible WC.*

✓ The maths study room

*Room used for small group and 1:1 teaching & assessment. Ground floor but stepped access.*

✓ The library

*Sometimes used as additional space for small group work.*

✓ The School has a licence for 'Write Online' software in order to make the written side of the curriculum more accessible to those with literacy difficulties.

## **IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN/LDD**

### **7. Allocation of resources**

- ✓ Resources will be deployed to implement the plans of action that have been agreed upon for all pupils on the SEN/LDD register. Resources are used for the planning, delivery and assessment of 1:1 and small group lessons and are updated to meet the needs of our pupils.
- ✓ We aim to have sufficient resources for all children, according to their needs.
- ✓ The school provides all the regular stationery for support lessons such as files & paper.
- ✓ At present, pending the outcome of the debate regarding provision of auxiliary aids and services, parents are charged for the following resources although bursary applications are considered and awarded where appropriate in the case of individual financial need:
  - (a) Specialist resources that cannot be reused by another pupil e.g. 'Toe by Toe' books.
  - (b) The cost of licensed computer programmes, such as Fast ForWord.
  - (c) Individual, paired and group lessons at a subsidised rate.
  - (d) Assessment by an Independent specialist e.g. Educational Psychologist or Speech & Language Therapist (paid directly to the specialist concerned)
  - (e) Provision of an individual TA/LSA

### **8 a) Identification of SEN/LDD**

Please see a diagram of this process, attached as an appendix.

- ✓ All pupils in Reception are screened for indicators of Specific Learning Difficulties, using 'Test Alpha.' (Published by Ann Arbor.) This takes place in March to ensure that all pupils will have reached the minimum age of 4 years 6 months.
- ✓ All pupils joining the school subsequently are screened using the NFER Dyslexia Screening Test plus a piece of timed writing.

- ✓ From Year 3 and above, all standardised scores of 95 or below for whole school assessments (other than CAT scores) are discussed as being of concern i.e. Suffolk Reading, The Single Word Spelling Test and the NFER Maths and English assessments. In the majority of cases, this leads to further action/assessment as appropriate.
- ✓ Any teacher who is concerned about a child's progress contacts the form teacher to fill in a 'Record of Concern' form. This requires the teacher to have discussed the matter with the child and his/her parents, to collect evidence to support the concern and to have recorded strategies tried and why they did not seem to have worked.
- ✓ Any parent who is concerned about their child's progress is advised to contact the form teacher in the first instance.

#### **8 b ) The way in which needs are determined**

- ✓ Assessment of need is a dynamic process.
- ✓ The Director of Learning Development coordinates all the information generated from within the school environment, including that provided by the parents, and will give advice on seeking further advice from specialists, if appropriate.
- ✓ Specialists are encouraged to conduct assessments on the school site as far as possible to allow the child to be in a familiar environment and to allow for ease of communication between parents, specialists and school.
- ✓ Decisions are made as a result of discussion between all stakeholders.
- ✓ In the case of a child being seen by a number of different specialists, the Director of Learning Development aims to help the parents to clarify their understanding of the different reports and to help present the choices clearly where choices need to be made.
- ✓ The Director of Learning Development/SENCo is qualified in the identification of Specific Learning Difficulties and is due to bring this up to date by taking the Certificate of Competence in Educational Testing in December 2011.

#### **8 c) The way in which needs are reviewed.**

##### Pupils with Statements

- ✓ Pupils with statements are reviewed annually in accordance with the regulations in the Code of Practice 2001.

##### Pupils on School Action Plus

- ✓ Pupils on School Action Plus have the same cycle of review meetings as outlined below but will also have team meetings that occur according to need.

##### Pupils on School Action or below

- ✓ The needs of pupils with LDD are formally reviewed twice a year:

- (a) At the same time as the mid year parent consultation evenings in December/January, depending on the year group of the child.
  - (b) By a 30-minute review appointment in June or July.
- ✓ A written report is produced at the end of each academic year. This is discussed at the review meeting and parents are invited to comment on it in writing.
  - ✓ The purpose of the review meetings is to evaluate and celebrate the successes of the provision and discuss whether provision should be maintained, increased, reduced or stopped and the priorities for provision, if appropriate.
  - ✓ Targets are discussed in outline at review meetings but are broken down into smaller steps and reviewed as soon as they have been achieved. Pupils in the Junior School have 'target ladders' and pupils in the Senior School have stickers in their planners, kept in the same place as their class writing targets.

### **9. Arrangements for providing access to a balanced and broadly based curriculum.**

- ✓ The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- ✓ Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

#### Junior School

- ✓ Individual support lessons are no longer than 20 minutes long. They take place on a rotation basis to ensure that no aspect of the curriculum is missed very often or for very long.
- ✓ Fizzy Clubs take place before school or during assembly once a week.

#### Senior School

- ✓ Individual or group lessons are timetabled to take place at a regular time.
- ✓ No pupils come out of Science, Humanities, DT or Sport\* for support lessons.
- ✓ Pupils only come out of English or Maths if the support is closely linked to the lesson e.g. some pupils come out of an English spelling lesson to follow a different spelling programme; some pupils come out of maths to consolidate the week's topic in a 1:1 situation.
- ✓ From Year 6 onwards, pupils are offered the option of dropping one of the two modern foreign languages if this is the best course of action for them, to free up time for learning support as a timetabled subject. In exceptional cases, pupils give up both languages but this is rare and is not encouraged.
- ✓ In certain circumstances, pupils may be withdrawn from general, music, drama, art or RE for a limited period of time. This is always carefully discussed with the pupils and parents and matters such as whether the child has additional exposure to these subjects outside of school.

- ✓ Lessons also take place before and after school and during breaks/lunch but this is carefully balanced and discussed in terms of the child's energy levels and need for relaxation.

**10. The engagement in the activities of the school together with those who do not have SEN.**

- ✓ The only difference regarding engagement of activities between those who do and do not have SEN is if a reasonable adjustment needs to be made.
- \* An example of this is a child with Aspergers who would spend a whole day dreading cross-country and so it was agreed that her mother would take her swimming on a Friday afternoon instead.

**11. Arrangements made by the governing body to evaluate the success of the education which is provided at the school to pupils with SEN/LDD**

The SEN governor meets regularly with the Director of Learning Development and reports back to the governing body. Criteria for evaluation of success include:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with Special Educational Needs
- Improved behaviour of the children
- Quality of communication with parents
- Number of pupils moving between stages on the register
- Pupils' awareness of their targets and achievements
- That the statutory requirements of the SEN Code of Practice 2001 are being met.

**12. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN/LDD concerning the provision made by the school.**

Complaints will be handled in accordance with the complaints procedure.

**STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

**13. Arrangements made by the governing body relating to INSET for staff in relation to SEN.**

- ✓ In-service training needs related to special educational needs will be identified by the Director of Studies in consultation with the staff and will be incorporated into the staff development plan.

**14. The use made of teachers and facilities from outside the school including support services for SEN.**

- ✓ The Early Years SEN support services hold regular team meetings in school when appropriate.
- ✓ Lida Cooke is our Speech, Language and Communication services link therapist.
- ✓ Private specialists who regularly come in from outside school include three Speech and Language Therapists, one Educational Psychologist, one Occupational Therapist and one Art Therapist.
- ✓ We are in regular contact with the team at the homeopathic hospital (ADHD services and CAMHS teams) and have done the training to refer children directly, with permission from their parents and the contact details of their GP.
- ✓ We are in regular contact with local private clinics e.g. the Learning Assessment and Neurocare Centre and the Christmas Children's Clinic
- ✓ We have attended every meeting of the IAPS District 2 SEN Conferences and hosted the conference in February 2011. These termly meetings actively encourage the sharing of resources and expertise between schools.
- ✓ The Director of Learning Development provides training to other SENCOs in Independent Schools and also provides INSET to other schools through Learning Works and the University of Worcester. This results in cross-fertilisation of ideas between colleagues from other schools

**15. The role played by the parents of pupils with SEN/LDD**

- ✓ The school recognises that the best way to achieve these aims for our pupils is for parents or carers and the school to work closely together.
- ✓ We know that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them.
- ✓ Parents are invited to express their aspirations for their child.
- ✓ Parents are informed and are involved in discussion before assessments and interventions are planned for their child.
- ✓ The school aims to support parents in the task of bringing out the best in their children by providing time to listen to parents carefully, by providing the option of inviting specialists into school, where appropriate, instead of requiring visits to clinics; by providing advice and explaining choices clearly, by offering encouragement if they are finding the task difficult and by positive feedback when good progress is observed.
- ✓ Once a plan of action has been agreed, parents are actively encouraged to support the programmes of learning at home. Suggestions for this are discussed both formally and informally and are written on the Personalised Learning Provision Plans.
- ✓ Parents are encouraged to join local support groups e.g. KWDA and ASKids.
- ✓ Parents are welcomed if they bring in information that they have researched on their child's condition.
- ✓ Information to guide parents regarding specific learning difficulties is provided on the Parent section of the school website.
- ✓ Parents are welcomed to email or make appointments at any time between review meetings.

### **The role played by the pupils with SEN/LDD**

- ✓ The school acknowledges the value of the pupil voice
- ✓ Children and young people with SEN/LDD often have a unique knowledge about what helps and hinders them.
- ✓ All children in the school, including those with SEN/LDD, have the opportunity to write down their strengths/interests, things that help and hinder them from successful learning and their ambitions for the year at the front of their pupil planners. A copy of these pages is kept in a file in the staff room.
- ✓ All children with SEN/LDD provide a written contribution towards their end of year review meeting. This is copied on the back of their written report and sent home.

### **16. Transition arrangements.**

- ✓ The Director of Learning Development actively builds bridges with SENCOs at destination schools via attendance at conferences and by making telephone and email contact and by visiting schools.
- ✓ SENCOs from destination schools are made welcome and encouraged to visit prospective pupils.
- ✓ Full information is sent when requested by destination schools.
- ✓ A copy of the written report, parental comment and pupil contribution from the most recent review meeting is sent to all destination schools at the end of the Summer Term.

### **17. Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEN**

- ✓ School membership of NASEN & Kent West Dyslexia Association
- ✓ School subscription to 'Special Children' and Optimus 'SENCO Update'
- ✓ Contact with Pat Dog charity (helping reluctant readers)

**Learning Resource Department Team**

**Teachers**

Early Years Learning Support Coordinator P/T – Mrs Lindsey Morris  
Key Stage 1 Learning Support Teacher P/T – Mrs Kay Topliss

Director of Learning Development/SENCo F/T – Mrs Rachel Copeland  
Assistant SENCO & Bilingual Families Link Coordinator P/T – Ms Esther Beugeling

Individual Maths Support P/T (peripatetic) – Mrs Nicky Williams

**TAs**

Maths support P/T (peripatetic) – Mrs Barbara Rogers  
Fast ForWord support P/T – Mrs Debbie Salt

Additional LSA P/T - Mrs Sue Burke  
Individual LSA P/T – Mrs Penny Spencer-Allen (retired teacher in TA role)  
Individual LSA P/T – Mrs Crissie Bolton  
Individual LSA P/T – Mrs Fiona Storey

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